



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

350 W Sahuarita Rd, Sahuarita, AZ 85629

Sahuarita Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Performing Plus
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Terri Noe
Schedule : 08:00 AM to 04:00 PM
Grades : 6-8
Web Address : sahuarita.net
Phone Number : (520) 625-3502
Fax Number : (520) 399-1870
E-mail : tnoe@sahuarita.k12.az.us

Mission

Sahuarita Unified School District will provide the highest quality education for all students to reach their maximum potential by using all resources available to the district and by providing a safe environment conducive to learning.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will maintain high academic and behavioral standards by utilizing Life Skills in a zero-tolerance school atmosphere.
- ü Students will improve their academic skills using integrated technology, higher-level thinking skills and basic skills. The state standards are integrated into the curriculum and taught daily in all classrooms.
- ü Students will participate in school and community service activities to promote lifelong learning and foster the desire to become an active member of their community.
- ü Students will learn how to take tests without test anxiety by practicing test-taking techniques on a weekly basis.

Enrollment

October 1, 2005 School Year Student Enrollment : 854
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2005-06 : 21

Instructional Programs

- Ü Prevention Programs
- Ü Gifted/ELL
- Ü Advanced/Sci. Olympiad
- Ü Classes for At-risk Students
- Ü Leadership Classes
- Ü Special Education/Inclusion Programs
- Ü Drama/Art/Technology/Newspaper/Yearbook
- Ü Music/Band/Choir/Orchestra programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 12 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We provide report cards at midterm and at nine-week grading periods. Parent-Teacher conferences are held twice a year. Written school expectations, bus rules and discipline procedures are provided to the students in a Student Handbook/Planner.

Parents

Parents need to send their children to school on time daily. They are encouraged to participate in their child's education by responding to any contact from the school, discussing their work, and participating in parent conferences. Parents are welcome at any time.

Transportation Policy

Sahuarita Unified School District #30 is more than 606 square miles. We have 42 bus routes and average more than 2,500 miles daily to pick up and deliver over 4500 students. We have 50 pieces of equipment.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Outstanding Student Council Award (2002-2005)	2005
Ü Country Fair White Elephant Parade 1st place	2005
Ü Optimist's Speech Contest 1st, 2nd, 3rd place	2005
Ü Numerous school/community contest winners	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	296	296	79327	100	100	98	535	535	518	11	11	19	17	17	20	49	49	46	23	23	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	138	138	38961	99	99	98	537	537	520	9	9	16	18	18	20	49	49	48	25	25	16
Male	158	158	40295	100	100	97	533	533	516	13	13	21	16	16	19	49	49	44	22	22	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	135	135	32327	100	100	98	510	510	499	16	16	27	26	26	25	47	47	41	10	10	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	140	140	36373	100	100	98	552	552	538	6	6	10	10	10	14	51	51	52	32	32	25
Students with Disabilities	41	41	9321	100	100	87	481	481	467	44	44	54	24	24	22	24	24	21	7	7	3
Students without Disabilities	255	255	70006	100	100	100	543	543	524	5	5	14	16	16	19	53	53	49	26	26	18
Limited English Proficient Students	20	20	9431	100	100	95	474	474	466	35	35	53	45	45	27	20	20	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	129	129	37097	100	100	97	513	513	498	19	19	27	22	22	25	49	49	41	11	11	7
Non-Economically Disadvantaged	167	167	42230	99	99	99	551	551	535	5	5	11	13	13	15	49	49	50	33	33	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	296	296	79501	100	100	98	501	501	497	8	8	10	27	27	25	60	60	60	5	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	138	138	39062	99	99	99	508	508	502	6	6	8	25	25	23	59	59	64	10	10	5
Male	158	158	40368	100	100	98	494	494	491	9	9	13	28	28	27	61	61	57	1	1	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	135	135	32389	100	100	98	483	483	478	12	12	16	39	39	34	47	47	48	1	1	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	140	140	36446	100	100	99	515	515	516	5	5	4	16	16	15	71	71	73	8	8	7
Students with Disabilities	41	41	9411	100	100	88	456	456	453	39	39	36	34	34	36	27	27	26	NA	NA	1
Students without Disabilities	255	255	70090	100	100	100	507	507	502	3	3	7	25	25	24	65	65	65	6	6	5
Limited English Proficient Students	20	20	9401	100	100	94	442	442	443	35	35	40	55	55	46	10	10	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	129	129	37183	100	100	97	481	481	479	13	13	16	37	37	34	48	48	49	2	2	1
Non-Economically Disadvantaged	167	167	42318	99	99	99	516	516	513	4	4	5	19	19	17	69	69	70	8	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	288	288	80000	97	97	99	580	580	564	NA	NA	3	8	8	11	80	80	75	12	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	137	137	39288	98	98	99	596	596	579	NA	NA	2	3	3	6	78	78	77	19	19	16
Male	151	151	40644	96	96	98	565	565	549	NA	NA	4	13	13	15	82	82	74	5	5	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	132	132	32672	98	98	99	570	570	548	NA	NA	4	10	10	14	83	83	76	7	7	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	135	135	36602	96	96	99	587	587	579	NA	NA	2	7	7	7	79	79	75	15	15	16
Students with Disabilities	35	35	9919	85	85	93	523	523	505	NA	NA	9	40	40	35	60	60	54	NA	NA	2
Students without Disabilities	253	253	70081	99	99	100	587	587	571	NA	NA	2	4	4	7	83	83	79	13	13	12
Limited English Proficient Students	19	19	9571	95	95	96	543	543	502	NA	NA	10	21	21	29	79	79	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	124	124	37534	96	96	98	557	557	547	NA	NA	4	15	15	15	81	81	76	3	3	5
Non-Economically Disadvantaged	164	164	42466	98	98	100	597	597	578	NA	NA	2	2	2	7	79	79	75	18	18	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	276	276	78546	99	99	97	561	561	543	7	7	15	12	12	18	59	59	52	22	22	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	139	139	38645	100	100	98	562	562	545	5	5	13	10	10	18	63	63	54	22	22	15
Male	137	137	39792	99	99	97	559	559	542	9	9	17	13	13	17	56	56	50	21	21	15
African American	11	11	4205	100	100	97	547	547	524	9	9	22	9	9	22	73	73	49	9	9	7
Hispanic	129	129	31177	99	99	97	553	553	524	5	5	22	16	16	23	60	60	48	18	18	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	129	129	36450	100	100	97	569	569	563	9	9	7	8	8	12	58	58	57	26	26	23
Students with Disabilities	43	43	8093	98	98	82	508	508	489	42	42	50	9	9	24	47	47	23	2	2	2
Students without Disabilities	233	233	70453	100	100	100	570	570	549	1	1	11	12	12	17	62	62	56	25	25	16
Limited English Proficient Students	13	13	9323	100	100	94	507	507	491	8	8	47	69	69	28	23	23	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	115	115	34694	100	100	96	544	544	524	10	10	23	17	17	23	59	59	48	14	14	7
Non-Economically Disadvantaged	161	161	43852	99	99	99	572	572	559	5	5	10	8	8	13	60	60	56	27	27	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	275	275	79045	99	99	98	519	519	512	4	4	10	27	27	25	61	61	58	8	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	139	139	38860	100	100	98	526	526	519	2	2	7	24	24	22	65	65	62	9	9	8
Male	136	136	40075	98	98	97	511	511	505	7	7	12	30	30	28	57	57	54	6	6	6
African American	11	11	4250	100	100	98	513	513	500	9	9	12	27	27	31	55	55	54	9	9	3
Hispanic	129	129	31314	99	99	98	510	510	493	5	5	16	33	33	34	57	57	48	5	5	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	128	128	36730	99	99	98	527	527	532	4	4	4	20	20	16	67	67	68	9	9	12
Students with Disabilities	43	43	8552	98	98	87	471	471	463	21	21	35	51	51	40	28	28	23	NA	NA	1
Students without Disabilities	232	232	70493	99	99	100	527	527	517	1	1	7	22	22	24	67	67	62	9	9	8
Limited English Proficient Students	13	13	9355	100	100	95	461	461	456	15	15	37	85	85	48	NA	NA	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	115	115	34922	100	100	96	500	500	493	8	8	15	38	38	34	51	51	48	3	3	3
Non-Economically Disadvantaged	160	160	44123	98	98	99	532	532	527	2	2	6	19	19	18	68	68	66	11	11	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	275	275	79657	99	99	99	581	581	566	1	1	3	5	5	8	91	91	87	3	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	138	138	39120	99	99	99	591	591	580	1	1	2	1	1	4	93	93	92	4	4	2
Male	137	137	40423	99	99	98	570	570	553	1	1	5	9	9	12	88	88	83	1	1	1
African American	11	11	4290	100	100	99	585	585	560	NA	NA	4	9	9	9	91	91	86	NA	NA	1
Hispanic	128	128	31642	98	98	99	575	575	552	2	2	5	6	6	11	90	90	84	2	2	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	129	129	36929	100	100	99	585	585	579	1	1	2	5	5	5	92	92	91	2	2	2
Students with Disabilities	42	42	9069	95	95	92	524	524	508	5	5	11	26	26	30	67	67	58	2	2	1
Students without Disabilities	233	233	70588	100	100	100	590	590	573	0	0	2	2	2	5	95	95	91	3	3	1
Limited English Proficient Students	13	13	9521	100	100	96	520	520	507	8	8	13	23	23	24	69	69	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	114	114	35341	99	99	97	568	568	551	2	2	5	8	8	12	89	89	83	2	2	0
Non-Economically Disadvantaged	161	161	44316	99	99	100	589	589	578	1	1	2	4	4	5	93	93	90	3	3	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	296	296	78400	99	99	97	576	576	554	8	8	21	17	17	19	56	56	47	19	19	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	156	156	38686	99	99	98	579	579	554	6	6	20	16	16	20	59	59	49	19	19	12
Male	140	140	39636	100	100	96	573	573	554	10	10	23	17	17	18	53	53	46	20	20	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	136	136	30732	99	99	97	556	556	534	13	13	31	19	19	24	60	60	40	7	7	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	144	144	37038	99	99	97	594	594	575	3	3	11	13	13	14	56	56	56	28	28	19
Students with Disabilities	31	31	7840	97	97	81	501	501	498	48	48	60	23	23	18	29	29	20	NA	NA	2
Students without Disabilities	265	265	70560	100	100	99	584	584	560	3	3	17	16	16	19	59	59	50	22	22	14
Limited English Proficient Students	11	11	8956	100	100	95	515	515	502	18	18	56	73	73	25	9	9	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	117	117	33014	98	98	95	552	552	534	15	15	31	26	26	24	49	49	40	10	10	5
Non-Economically Disadvantaged	179	179	45386	100	100	99	592	592	569	4	4	15	10	10	15	61	61	52	25	25	18

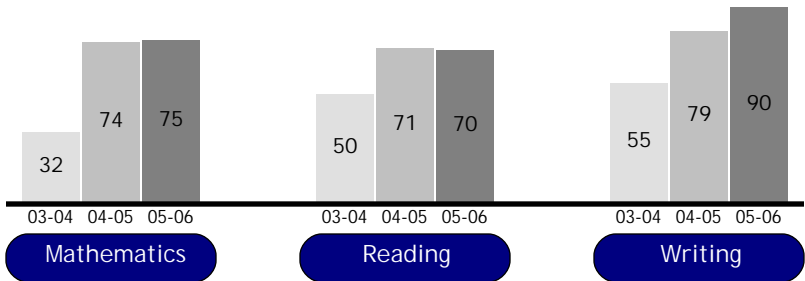
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	297	297	79179	100	100	98	532	532	519	6	6	11	24	24	27	63	63	58	7	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	157	157	38974	99	99	99	537	537	524	5	5	8	23	23	25	62	62	61	10	10	5
Male	140	140	40124	100	100	97	526	526	513	8	8	13	24	24	28	64	64	54	4	4	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	137	137	30987	100	100	98	517	517	498	9	9	17	31	31	36	54	54	45	6	6	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	144	144	37467	99	99	98	544	544	539	5	5	5	17	17	17	72	72	70	7	7	8
Students with Disabilities	31	31	8567	97	97	88	463	463	467	45	45	39	29	29	38	26	26	22	NA	NA	1
Students without Disabilities	266	266	70612	100	100	99	539	539	524	2	2	7	23	23	25	68	68	62	8	8	5
Limited English Proficient Students	11	11	9013	100	100	95	464	464	461	18	18	40	82	82	48	NA	NA	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	118	118	33345	99	99	96	509	509	499	11	11	17	36	36	36	48	48	46	4	4	1
Non-Economically Disadvantaged	179	179	45834	100	100	99	546	546	533	3	3	7	15	15	19	73	73	67	8	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	297	297	79734	100	100	99	574	574	554	1	1	3	10	10	19	89	89	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	158	158	39243	100	100	99	586	586	568	NA	NA	2	6	6	12	93	93	85	1	1	1
Male	139	139	40413	99	99	98	561	561	541	1	1	4	14	14	26	83	83	70	1	1	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	137	137	31254	100	100	99	564	564	539	1	1	5	15	15	25	82	82	70	1	1	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	144	144	37668	99	99	99	582	582	569	NA	NA	1	7	7	13	93	93	85	NA	NA	1
Students with Disabilities	31	31	8943	97	97	92	513	513	495	NA	NA	11	48	48	51	48	48	38	3	3	1
Students without Disabilities	266	266	70791	100	100	100	580	580	561	1	1	2	6	6	15	93	93	83	0	0	0
Limited English Proficient Students	11	11	9138	100	100	97	493	493	492	9	9	13	55	55	46	36	36	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	117	117	33718	98	98	97	556	556	538	2	2	5	18	18	26	79	79	69	1	1	0
Non-Economically Disadvantaged	180	180	46016	100	100	100	586	586	567	NA	NA	2	5	5	14	94	94	84	1	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	99	65	NA	56	98	57	57	51	99	54	54	56
	Language	99	64	64	48	98	50	50	47	98	48	48	50
	Mathematics	99	85	85	66	99	60	60	52	99	61	61	58
7	Reading	96	61	NA	54	99	58	58	50	99	59	59	54
	Language	97	71	71	58	99	57	57	52	99	59	59	58
	Mathematics	96	78	78	62	98	61	61	50	99	63	63	54
8	Reading	87	61	NA	55	99	54	54	51	100	61	61	58
	Language	89	58	56	52	99	53	53	50	100	59	59	56
	Mathematics	85	76	74	61	99	61	61	53	100	70	70	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Assist in Reaching School Goals
- Ü Parent/Educator Relations
- Ü Curriculum and Textbook Review
- Ü New Programs/schedules

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	9	4	0	0
7 to 9 years	2	4	0	0
10 or more years	6	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	238
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Full Performance Aud./Gym
- Ü Science, PC, Mac Computer labs
- Ü Swimming Pool
- Ü Media Center

Extracurricular Activities

- Ü Positive Incentive Program
- Ü Band/Choir/Cat Cash Store/Sign Lang Club
- Ü Boys/Girls Athletics
- Ü Yearbook/Newspaper/Dance/Anime
- Ü Student Council and NJHS
- Ü Paint Ball/Medieval Club/Science Olympiad
- Ü Chess Club/Ecology Club/Weight Club
- Ü Drama/Leadership/Story Tellers

Social Services

- Ü Afterschool and Lunch Tutoring Services
- Ü Community Service Projects
- Ü Breakfast/Lunch Programs
- Ü Community Performances
- Ü Counseling Services
- Ü On Campus Wellness Center
- Ü Health/Immunization/Dental
- Ü Food Bank/Cntry Fair White Elephant Parade

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü From 1998-2005 Test scores and student grades have increased significantly. The school has earned the rating of 'Highly Performing' each year since put in place.
- ü The number of clubs and athletic activities have continued to increase again this year. Currently there are 11 clubs offered to the students of Sahuarita Middle School. Different athletic activities are offered each quarter.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A school uniform dress code is in place. IDs are worn by all students and staff. The district has a zero-tolerance policy for drugs, alcohol, gangs and weapons. All guests must sign-in at the office and wear a name tag. Above all, we have high expectations for ourselves and our students.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

6

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Terri Noe	(520) 625-3502
Transportation Policy	Fred Huff	(520) 625-3502
Community Resources	Barbara Smith	(520) 625-3502
School Nutrition Programs	Alice Sanchez	(520) 625-3502
Parent Organization	Desi Raulston	(520) 625-3502
Student Health/Nurse	Deborah Ramirez	(520) 625-3502

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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